

Unit Commanders Course Director/Instructor Guide

Hazing

Lesson Plan

DURATION: 50 Minutes

TEACHING METHOD: Lecture/Discussion

REFERENCES: Student Guide, CAPR 52-10, *CAP Cadet Protection Policy*

TEACHING AIDS/HANDOUTS: Student Guide, slide presentation

READING ASSIGNMENT: Student Guide

Lesson Objective:	Comprehend Civil Air Patrol's hazing policy.
Behavioral Objectives: At the end of this segment you will be able to:	<ol style="list-style-type: none">1. Define hazing in your own words.2. Explain Civil Air Patrol's hazing policy.3. Describe CAP's reporting procedures with regard to hazing.4. Discuss steps commanders should take to prevent hazing in their units.

Lesson Strategy

This segment is designed to increase commanders' awareness and understanding of CAP's hazing policy. Hazing, sometimes thought of as harmless team-building, is actually very harmful – both to the cadets involved and to the overall cohesion of the unit. Unit commanders should understand that CAP does not condone or tolerate incidents of hazing within the organization; and will take strict disciplinary action against those who practice or condone hazing.

This lesson will help the students develop a definition of hazing, and list several examples and nonexamples of hazing practices. Civil Air Patrol's hazing policy will then be discussed, as well as CAP's reporting procedures when an incidence of hazing is suspected or discovered. After, the lesson will review the steps commanders should take to prevent hazing within their units. The lesson will end with a case study to allow the students to apply what they've learned in a controlled setting.

The teaching outline provides an introduction, outline of the main points, and a conclusion to be adapted as required to meet the needs of a particular wing. The presenter should personalize the lesson to reflect the unique characteristics of the wing.

Lesson Outline

MAIN POINTS:

- I. Definition of hazing.
- II. Civil Air Patrol hazing policy.
- III. CAP reporting procedures.
- IV. Preventive measures.

Teaching Plan

Lesson Objective

Comprehend Civil Air Patrol's hazing policy.

ATTENTION:

Initiations have always been a part of group dynamics. In Civil Air Patrol, some people consider a cadet's first encampment, or first search and rescue mission/exercise, or even the first uniform inspection as an initiation into the group, after which the cadet is considered "part of the team." These types of activities are usually harmless, because they are normal experiences that every CAP cadet eventually goes through. When these activities are carried out in accordance with the rules, these can be effective "bridges" for new cadets to pass over, a sign of achievement.

Punishment for inappropriate behavior can also have positive effects, showing what is accepted and unaccepted behavior. Discipline is the positive use of punishment. Depending on the infraction, punishment can be mild, a gentle nudge to remind the member what is appropriate. Punishment can also be severe, relating to the seriousness of the offense or even the danger in which the member has placed him/herself.

MOTIVATION:

Initiations aren't always so beneficial. Many times, especially with and among cadets, initiations which may be meant to be harmless rites of passage, can in fact be extremely harmful. Hazing is the negative use of punishment. Improper application of punishment can also be detrimental to the members involved, inflicting emotional or physical discomfort. Blanket parties, GI showers, physical punishment, emotional punishment, and dares, among other activities, can create lasting physical and emotional scars for the cadets involved, and are the antithesis of the positive, team-building activities that CAP encourages.

OVERVIEW:

This segment will examine Civil Air Patrol's hazing policy. First, we'll formulate a definition of hazing, as well as discuss some examples and nonexamples of hazing. Next, we'll discuss Civil Air Patrol's hazing policy, as well as CAP's reported procedures in the event hazing is suspected or discovered, and preventative steps commanders can take to stop hazing before it begins. Finally, we'll work out a case study that will make CAP's hazing policy and reporting procedures more clear.

Transition

STATE: What is hazing? Is it making a cadet find his way back to the campsite during a SAREX? Is it making a cadet perform 20 pushups for talking in ranks? Does hazing have to entail physical punishment? Can it be more subtle? Hazing is any of these things, and more, in relation to the events surrounding the conduct.

MP I. Definition of hazing.

- A. Civil Air Patrol defines hazing as, "any conduct whereby someone causes another to suffer or be exposed to any activity that is cruel, abusive, humiliating, oppressive, demeaning, or harmful." (Ref: CAPR 52-10)
 - 1. Difference between hazing and discipline.
 - 2. Difference between hazing and team-building.
- B. Actual or implied consent to hazing does not make it permissible.
- C. Examples/Nonexamples. (INSTRUCTOR NOTE: When discussing examples and nonexamples, have students justify their answers by referencing back to CAP's definition of hazing.)

MP II. Civil Air Patrol hazing policy.

- A. Civil Air Patrol will not condone or tolerate hazing.
- B. CAP treats hazing as a form of physical abuse under the Cadet Protection Policy.

MP III. CAP reporting procedures.

- A. Members who feel they may have been hazed may file a complaint in accordance with CAPR 123-2, *Complaints*.
- B. Unit commanders who learn of or suspect that hazing may have taken place will immediately notify their wing commander.
- C. The wing commander will consult with the wing legal officer before starting an investigation.
- D. If physical injury is involved, also follow reporting procedures contained in CAPR 62-2, *Mishap Reporting and Investigation*.

MP IV. Preventative measures.

Commanders can take several steps to prevent hazing and other abusive situations. They are expected to take the following steps to ensure cadet safety.

1. Exercise judgement and discretion when selecting senior members, cadets, and other persons to conduct or supervise cadet activities.
2. Encourage members to report any observed or alleged abuse.
3. When cadet abuse is alleged and/or verified, suspend the member from all CAP activities, make immediate notification, and take appropriate personnel actions in accordance with CAP directives.
4. Ensure at least two "approved" seniors are present at all overnight cadet activities. Encourage at least two senior members to be present at all cadet activities (with the exception of chaplain counseling or cadet orientation flights). This policy is for the protection of the senior members as well as the cadets.
5. Conduct periodic orientations for senior members to ensure they understand the procedures and policies set forth in the cadet protection regulation.
6. Ensure the cadets are informed of the policies set forth in the cadet protection regulation.
7. Spot-check signatures on permission slips.
8. Provide parents with a calendar of activities and notify parents when a scheduled activity is cancelled, relocated, or changed.
9. Give parents an opportunity to personally meet the senior members by periodically designating meetings as "parents night."
10. Mail parents a current roster of members who supervise or conduct cadet activities.

EXERCISE

Questions and answers

Field any questions that the students may have.

Conclusion

SUMMARY:

Understanding CAP's hazing policy is vital in ensuring the safety and well being of your cadets and unit. More than just initiation gone awry, hazing can have tragic and long-lasting effects on its victims and families. Key to understanding hazing is knowing what constitutes appropriate discipline and team-building, and what constitutes excessive punishment or abuse.

CLOSURE:

Promoting awareness, teaching sound leadership techniques, and prompt, impartial follow-up on alleged hazing complaints will help you to ensure that hazing does not become a problem in your unit.

Hazing

Exercise

EXERCISE OBJECTIVE: To enable students to apply what they have learned from the Hazing segment and complete the exercise.

NOTE: In completing the exercise the students will demonstrate the mastery of behavioral objectives which will show comprehension of the objectives.

You are the commander of North Lake Cadet Squadron, and are welcoming your cadets to their first meeting since the wing encampment. Five cadets went to the encampment and all but one, Cadet Spencer – a first-time attendee -- seem excited to share their experiences.

As the night progresses, Cadet Spencer becomes more irritable. He yells at another cadet for asking him how he liked encampment. You notice, and ask the Leadership Officer, Captain Campbell, to have a talk with him.

Twenty minutes later, Captain Campbell asks you to come outside and talk with her for a moment. She tells you that Cadet Spencer said he had a terrible time at encampment. She said that he was one of only three first-time attendees in his flight, and that the other cadets made him and the other first-timers do all the “lousy” jobs – he had to clean the latrine every day. One of the other new cadets had to make his roommate’s bunk – in addition to his own – every day.

Captain Campbell said she asked Cadet Spencer why he and the others did all these things, why they didn’t speak up. She said Cadet Spencer told her, “they said it was our job.”

Discussion questions:

1. What are the pertinent facts?
2. Are they facts or hearsay?
3. Do Cadet Spencer’s allegations constitute hazing according to CAP’s definition? Why or why not?
4. What, if anything, can be done to help Cadet Spencer if these allegations are true?
5. What might the unit leadership have done to help prevent Cadet Spencer’s experience?